

Division of Youth Services/William Woods University- A partnership offering unique opportunities for DYS youth and WWU students.

Rosa Parks Center, located on the lovely William Woods University campus, offers unique opportunities to young women committed to the Division of Youth Services.

Rosa Parks Center is an eleven-bed community-based treatment program for female offenders. All students of the Rosa Parks Center have been court committed to successfully complete a Division of Youth Services program and upon successful completion of a residential placement, continue receiving services from the Division on "aftercare" status.

Rosa Parks Center opened its doors on January 3, 2001. Prior to opening day, the staff of Rosa Parks Center had approximately 2 weeks together to work on program development, write a facility policy manual, do research on gender-specific treatment and work on staff team cohesiveness. Since the opening of Rosa Parks Center, the staff has had an opportunity to put into effect some of the research techniques discovered on gender-specific treatment. As a result, Rosa Parks is a high relationship, home environment where students are encouraged to talk about highly sensitive issues and/or experiences, which may have contributed, to poor decision-making practices. Safety and security are paramount to the success of the students as many of these students have been exposed to and possibly endured unsafe environments. Students are further encouraged to look at the effect poor decision-making practices have had on them, their families, and the community. Students are responsible for holding each other accountable for day-to-day behaviors and for practicing less destructive coping mechanisms. All Rosa Parks Center students attend school on a daily basis within the group home. School curriculum consists of daily written work, hands-on experiments, and educational field trips. Students go on frequent outings in the community to practice social skills and perform community service projects. Rosa Parks Center also has the unique luxury of utilizing the William Woods University campus. The amenities of campus are open for use by Rosa Parks Center students (e.g. library, dining hall, sporting events, plays, lectures, etc.). Students of William Woods University are also given the opportunity to get exposure to the youth treatment field by visiting Rosa Parks Center, conducting workshops for the students of the group home, and internships for their field of study.

From learning productive ways to resolve conflict, maintaining appropriate behavior in social settings, and learning to perform basic life skills, to more formal treatment such as group counseling and substance abuse counseling, the students of Rosa Parks Center are involved in treatment around the clock.

Today you are receiving a letter from eleven special girls who know that you are special too. We are in a group home located in Fulton, Missouri. Here we are getting help with things that have happened in the past, and learning how to deal with them in a positive way. We all appreciated the change that you have made in the world to make it a better place. Here people are trying to help make us make a change in our life.

On June 7, 2001 we are doing the grand opening for this facility that was opened on January 3, 2001. We appreciate you and what you have done so much, that this facility is being named after you. You have made many changes in the world that were very difficult to make, and here, many others to come and us will be given the opportunity to make great changes in ourselves.

If you were unable to send us some words, it would be good enough for us to know that we have a part of you in our hearts and in this facility that will help many young women like ourselves.

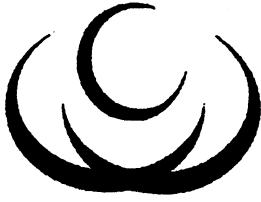
If you would like to contact us our facility manager's name is April Estill and our address and phone number is as follows:

**Rosa Parks Hall
211 W. 12th St.
Fulton, MO 65251
(573) 592-7227**

Thank you for your time and contributions,

Thank you for your time and contributions,

Jamie Khan Shantae Hill Cook Jiah
Dana Carroll ~~Louise~~ Carris
Shanelle Harris Jessica Green
Latasha Reed
Kate Anna Agnew
Lynn Virginia
Kymberly McCann



Rosa & Raymond Parks Institute for Self Development
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June 15, 2001

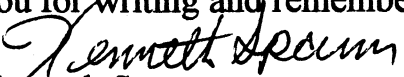
Ms. April Estill
Rosa Parks Center
211 W. 12th St.
Fulton, MO 65251

Dear Ms. Estill:

My name is Kenneth Spann and I am the Communications Coordinator for The Rosa and Raymond Parks Institute for Self - Development. Please accept our apology for not responding in time for the grand opening of the Rosa Parks Center, and we thank you for naming your facility after "The Mother of The Modern Civil Rights Movement". Although She was unable to attend, She would like for you to have copies of her book's for your library, and buttons for the young ladies.

Mrs. Parks hopes that reading about her life will peek the children's interest enough to inspire them to want to learn more about their history, and share what they learn with their family, and whomever they come in contact with. We also hope that they will someday be able to visit the Rosa Parks Library and Museum and interact with history, and find out where they have been so that they may have better choices as to where they can go in life.

The Rosa and Raymond Parks Institute for Self - Development was co-founded by Mrs. Rosa Parks and Mrs. Elaine- Eason Steele. The institute motivates youth to reach their highest potential and provides educational and historical research. I will enclose information about Mrs. Parks and the Institute, as well as books, buttons and a Picture for the center. Again, thank you for writing and remember that Knowledge is Freedom.


Kenneth Spann
Communications Coordinator

Jamie's Speech

Good afternoon ladies and gentlemen. I'm Jamie. I'm 16 years old and I was committed to the Division of Youth Services on January 3rd of 2001. I came here to Rosa Parks Center on January 29th of 2001. I'm from a small town named Mineral Point. It's next to Potosi, Mo.

I have written something for this special occasion that I would like to share with you.

When a lot of people look at our nation,
All they see is aggravation.

I see kids hiding,
kids crying.

I see a lot of people lying,
cheating, and stealing.
But I don't see too many people healing.

Everyday I look out my window and I hurt.
I see children getting hit so hard that they fall into the dirt.

Not everyday do I see a mother walk her child to the bus stop.
Instead she'd rather watch or join her boyfriend smoke pot.

Have you ever seen a child in a domestic violence case?
A child who's own mother packed his own suitcase.

Have you ever known of a child being afraid to enter his own home,
a child who felt they had nobody, that they were all alone?

I was that little kid.
I felt not a person cared, no one did.

I used to ask God why,
It hurt so bad that I wanted to die.

I didn't feel I was worthy to live
What did I have to give?

I took all the anger that I had from all my abuse, and wanted others to hurt as bad as I did.
All I wanted was to be a special kid.

As nights turned into days, and days turned into nights.
I had been in many, many fights.

I wanted so much to be loved,
so much to go home and get hugged.

I was so hurt I wanted others to be in fear,
A little later almost too late I came here.

I came into this group home scared,
I thought it would be another place where no one cared.

I learned a lot of stuff there,
I learned and was told that I was very special, and rare.

Sure I've messed up in life,
but at least I'm still alive.

Here I let so much hurt out of my heart,
and I had people helping and teaching me how to make a successful start.

You may ask what this has to do with a hero,
the answer is, I no longer feel like a zero.

I want to make an impact on somebody's life like the one that's been made on me,
it was a life long change that helped open my eyes and see.

Life is not about the car in the parking lot,
it's about helping someone out.

I want to say thank you to every one at this facility and everyone who helps out,
because you helped me change my whole life's route.

When I walk out these doors it will be sad leaving.
But I will leave knowing that this won't be the end of Rosa Parks center helping out those
who are grieving.

In life people often look at a person for what he has done or does.
But I ask you, does it matter what a person was...

There are some people out there desperate for a chance,
instead of helping, someone would rather go out and buy a new pair of pants.

I've been through a lot, but that's not going to stop me from helping someone out.

Next time you see a girl who looks alone, hurt, and scared,
reach out a hand and tell her that you care.

Those words alone could save her life,
or even keep her from going out and getting into a fight.

A hero is someone who saves themselves and tries to save others
not someone who judges by class, looks or colors.

I found the hero in me,
a hero that not only I see but others see.

Thank you for having me here at this place,
because I was running life's wrong, long and lonely race.

I'm a hero, not a zero.

THANK YOU, ROSA PARKS CENTER

MISSION AND PHILOSOPHIES OF THE DIVISION OF YOUTH SERVICES

The goal and objectives developed for the next five years were derived from both the mission statement and the management and treatment philosophies of the agency.

DYS MISSION

We believe the mission of the DYS is to enable youth to fulfill their needs in a responsible manner within the context of and with respect for the needs of the family and the community.

ORGANIZATIONAL COMMITMENT

We believe that in order for an organization to be effective in fulfilling its mission and meeting its goals, the organization's members must share common beliefs and values.

PLANNING

We believe that a planning process within the organization must exist in order for it to be effective. Staff from all levels of the organization must be involved in the planning process in order to ensure agency investment in both the process and outcome.

FLEXIBILITY

We believe the organization must continually adjust goals, policy procedures, and services to meet the needs of individual youth, their families and communities.

MULTICULTURAL

We believe that we all live and work in a multicultural environment. Diversity in the workplace and in programs is valued and strengthens creativity, decision making, and outcomes. Agency goals and planning must allow for and adapt to meet the unique needs of the youth, their families and the communities we serve.

TRAINING

We believe that training is the lifeline in the attainment of organizational goals and objectives. It is the managers means to convey the beliefs, philosophy and expectations of the agency. Training provides readiness in the workplace, while management ensures outcomes. Training is needs driven and is process as well as content focused.

NORTHEAST REGION STATEMENT OF TREATMENT PHILOSOPHY

We believe that DYS students and their families have the ability to become healthy and productive members of society. This goal is assisted by creating an environment conducive to growth and change for both staff and students. Such an environment includes the elements of safety, neutrality, a working knowledge of process and systems, a respect for individuality and appropriate limit setting. Together these elements establish a foundation that provides students and their families the opportunities to heal trauma, enhance self-esteem and learn pro-social skills. Through these opportunities students and their families are empowered to change their lives. By working with students and their families as a team, staff hope to be instrumental in affecting changes reflected in healthier clients, families and more caring and safer communities.

**NORTHEAST REGION
STATEMENT
OF
BELIEFS**

Change is difficult

We do the best we can with the resources we have.

We are a combination of our past and present experiences.

We all have needs of attention, belonging and safety.

We all need others.

We all want to do well and succeed.

We are each special and unique as a result of our life experiences.

We have a right to our different perceptions and opinions.

We have a right to our emotions.

Emotions are not to be judged.

We are responsible for our actions.

Our actions are sometimes based on false perceptions, misunderstanding, and unresolved issues of the past.

Some behaviors are symptoms of underlying, unresolved core issues.

Core issues must be acknowledged and addressed if we are to achieve personal growth and move toward our full potential.

All struggles for personal growth are waged within the self.

Loss and grieving are a necessary part of growth.

Structure and discipline help shape the change process.

We all have a right to receive and a responsibility to give unconditional love.

For change to occur, we must experiment, risk failure and success, and keep trying to do our best.

A healthy community is one where we treat others as we would want to be treated ourselves.

Change is not impossible.

NORTHEAST GIRLS GROUP HOME

TREATMENT PHILOSOPHY

It is our belief that we are all a combination of our past and present. We all have needs for safety, belonging, attention and unconditional positive regard. The goal of human behavior is the fulfillment of our individual needs. Decisions regarding the fulfillment of these needs are often made at an unconscious level. We recognize that we do the best we can with the resources we have and that change is often difficult. The purpose of our treatment program is to allow our clients the opportunity to work through unresolved past issues and to provide a safe, caring atmosphere that allows for learning and practicing of new, socially acceptable behaviors as a means of meeting individual needs.

TREATMENT PROGRAMMING

The treatment program at the Northeast Girls Group Home is comprised of two core components. The first component is a program of on-going individual counseling. Each youth is assigned a staff sponsor shortly after her arrival at the facility. The staff sponsor is the youth's advocate and individual counselor while she is in the program. The goal of individual counseling is to help the youth work through personal issues and to develop a repertoire of socially acceptable behavior that will enable her to effectively meet her individual needs. A contracted psychiatrist is available for consultation with the treatment staff and to provide more intensive therapy to residents as needed.

Peer relationships play an important part in value formation of adolescents. A group counseling component recognizes these relationships and makes them an integral part of the youth's treatment. Experienced group leaders strive to maintain a group culture that values positive and caring behavior. This is accomplished through encouragement and re-enforcement of desired behavior as well as training in conflict management, problem solving, communications and social skills. The group is the context within which the youth will develop and test newly learned relationship skills. Functioning in this area is closely monitored in order to help assess the youth's progress toward meeting his treatment goals.

Family therapy is made available to all residents and their families. Referrals for family therapy services may be made to a resident's Service Coordinator. When possible, family therapy will be initiated prior to a resident's release from the facility.

A Chemical Dependency Program has been structured to aid youth in understanding addictions and the many facets in the process of an addiction. The format of the program is education combined with active participation of the youth. This participation will include question and answer, reading pertinent information, and discussion on how drugs and alcohol have affected their lives. The treatment program will consist of two meetings a week lasting approximately one hour each. The program will be available to the youth on a volunteer or Individual Treatment Plan goals basis.

TREATMENT PLANNING

Upon a youth's commitment to the Division of Youth Services, a Service Coordinator shall be assigned. This person will be responsible for and facilitate all case planning for the youth. The Service Coordinator will develop an Individual Treatment Plan (ITP) within the first 30-45 days of commitment and will ensure that a progress report is submitted to the committing court every 90 days while the youth is in residential care. The Service Coordinator will present the ITP to the youth during a visit at the Fulton Treatment Center.

Within 30 days of the youth's arrival, the group leader and sponsor will meet to review the ITP and develop strategies to help the youth accomplish these goals. The assigned sponsor will be responsible for utilizing the ITP goals as a guide in writing the monthly progress reports. These goals will be a positive statement regarding the personal growth that will take place in order to prepare the resident to be successful when she returns to her community. The progress report will be reviewed by the group leader and discussed at a team meeting. The sponsor will meet with the youth to review the progress report. This letter will be sent to the youth's Service Coordinator.

Monthly progress letters will include the following information:

- 1) Service Coordinator name, name of program, student name, DYS #, DOA, date of report and # of report
- 2) Using the ITP as a guide, the following areas must be covered.
 - Individual progress
 - Medical
 - Family
 - Education/Vocation
 - Community

Under each of the headings noted above, the sponsor will list the goals to be focused on for the next 30 days, comment on the progress made over the last 30 days, and strategies used to build for success.

- 3) In condition, there is a separate section for the sponsor to make "Further Treatment Recommendations/Summary."

GROUP TREATMENT COMPONENT

The group will be the context within which the youth will explore her personal issues and develop and test newly learned relationship skills. Functioning in this area will be closely monitored in order to assess the youth's progress toward meeting her treatment goals. The group component at the Northeast Girls Group Home will operate in conjunction with the individual therapy and counseling model.

Each youth will be part of a group and will participate in that group's activities and assignments. It is understood that physical and emotional safety are pre-requisite to group development. Group development will initially teach expectations, caring values and how to accomplish tasks. The staff directs and guides the group through this process and teaches the group how to effectively work together as a unit. This will include the how to instruction for clean-up, movement, daily routine and use of time. As the group matures, the instruction will include interpersonal relationships and control over behavior.

The group will meet at specified times during the week under the direction of the group leader. During the meeting they may discuss problems relating to the group in general or members individual issues. Since a goal of the individual treatment plan will be cooperative functioning in group and social settings, the amount of involvement in the group component will reflect on maturity (daily log book) to assist in identification of progress and problem areas. The group will be expected to provide input to each other in the development of positive alternative behaviors and to assist in helping one another in activities and assignments. Depending on the maturity level of the individual and his level of development, the amount of responsibility for helping others will increase. There will be no forced participate in the group process. Positive participation in the group process will be seen as an indication of personal growth and progress towards completion of ITP goals.

Group Meetings: Group meetings will be scheduled four to five times per week and will be facilitated by the group leader. Group meeting topics will cover a wide range of topics and may include problems the group is experiencing or focus may be on an individual's issues. The group meeting agenda may include the following:

Group announcements: Releases and furloughs are announced. Individual treatment plans maybe read and discussed.

Communications: Group members inform the group of letters, phone calls and conversations with people outside of the facility.

Problem Recall: Group members review the behavioral problems that have surfaced since their last meeting.

Consensus: Each group member may request to be the focus of the meeting. After discussion the group comes to an agreement about the topic of the

discussion for the meeting. When the group's maturity does not allow it to make an appropriate decision about the topic to be discussed the group leader will make the decision.

Summary: The group leader leads the group in a discussion of their performance in the meeting. This time may also be used by the group leader to stress points that need to be considered to improve the group.

Group Sessions: Group help sessions may be called by the staff or students in order to resolve issues with the group or individual group members, which may be creating problems. This will be with the staff's approval as the student may request to talk to the staff on duty in lieu of talking to the group.

The staff will present on-going workshops for the groups in the following areas in order to facilitate growth:

1. Communication skills
2. Values clarification
3. Goal setting and strategy selection
4. Human behavior
5. Life skills
6. Anger management
7. Conflict resolution

Activities Requests: The group may recommend to the staff specific activities or projects they would like to take part in. The staff will approve or deny these requests at the weekly team meeting depending on the maturity level of the group.

The group component will be an indicator of the functioning level of individual students. Treatment objectives will be tested and carried out in the context of the student's interactions within the group and unit staff.

TREATMENT TOOLS & TECHNIQUES

1. **LIFE STORY** - Residents write a history of their experiences in life describing their family, friends, neighborhoods, school, drug/alcohol usage and peer relationships. This exercise promotes self disclosure and provides some insight into how a youth sees himself.
2. **GENOGRAM** - Family structure and history are presented in diagram form to the group by the resident. This tool helps establish family patterns and characteristics that have impacted the youth.
3. **CONFLICT RESOLUTION** - Residents learn and practice specific communication techniques to deal with anger management and conflict resolution. "Givin' It, Takin' It and Workin' It Out" teaches guidelines while communicating during difficult situations.
4. **REVIEW INDIVIDUAL TREATMENT PLAN** - Reviews of the student's I.T.P. goals are done on a weekly basis. In the group setting feedback is given to the resident concerning his progress toward his treatment goals as seen by his peers, staff and himself. The I.T.P. will list individual, family, educational, medical and community goals for the client.
5. **ROAD MAP** - The goal is to help the student better understand his previous offenses, decisions and actions that brought him to F.T.C. The journey begins at the student's home and traces the road leading from his home to his first offense and alternative decisions that would have changed the direction of his journey. The map continues through his entire list of offenses and possible alternatives. The map ends with the destination he hopes to reach after release from F.T.C.
6. **SELF PORTRAIT** - The purpose of this exercise is to help the student gain a better understanding of his offense cycle and what triggers this cycle. The student picks out pictures that represent the different stages of his offense cycle and numbers them in order of occurrence. This helps the student understand when the cycle is beginning and what signs/feeling can be identified at this point. The next step is to develop different strategies so he can stop his offense cycle in it's early stages.
7. **NONVERBAL BEHAVIOR INTERPRETATION/MEANING** - Residents learn to understand that body language is also a form of communication that has positive and negative consequences.
8. **TRAUMATIC LIFE LINE** - Students present life events from early childhood to adolescents that have had a negative impact on their lives. These events may involve abuse of a physical or emotional nature.

PROCESSING

Processing is possibly the most important element of a meaningful group experience. Processing is the discussion that takes place in relation to a given activity. It is during processing that all the participants get to share what they have learned, feared, overcome. Processing is also a time to put everything into perspective. All too often, treatment activities are so intense that the students become engrossed in what they are doing to the point that they do not even realize the significance of what has just transpired. More succinctly, the students can't see the forest for the trees. Processing helps put the forest back in focus.

To a very large extent, processing is a matter of personal style. Much of what you do in processing will depend upon the uniquely different way that you do things. Still, there are some broad guidelines that might be helpful to remember when you begin to process.

First of all, there are two times when you will probably process. If you process before an activity is concluded, you are using processing as an intervention. It is generally better to wait until the activity is finished, but there are times when you must intervene. If the group is extremely demoralized about not being able to accomplish a task, you might have to intervene to help the group gain some perspective about what is causing them to feel so badly. In such a case, and there are many more like them, limit the processing to only one or two specific ideas or topics. Make the processing relate to clearing up the problems that are preventing the group from completing the activity. You can process the entire activity after it is finished.

If you are processing after the activity, then you should be processing the entire experience. It is during this processing session that you will spend most of your time and the group energy discussing feelings and clearing the channels of communication within the group. The following is not intended to be a comprehensive guide to processing. Instead, it is intended to serve as some briefly discussed guidelines concerning processing. In order for them to make complete sense, you will have to have some insight into group dynamics.

BEFORE YOU BEGIN THE PROCESSING, TAKE A FEW MOMENTS TO COLLECT YOUR THOUGHTS.

Collect your thoughts before you begin the processing. During that time try to focus upon the most outstanding events that took place during the activity. Devise a plan of attack. Formulate a direction you would like to see the discussions follow. Concentrate upon broad issues like fear, trust, teamwork. Above all, try to take some time before you begin the processing to collect your thoughts.

DISCUSS THE WHYS AND HOWS OF WHAT HAS JUST HAPPENED AND NOT MERELY WHAT HAS TRANSPIRED.

Do not concentrate on the mere events of the activity. Instant replay is a fine addition to Monday Night Football, but it serves a limited function during processing. Ask questions about how people felt about a certain point. By doing so, you are giving people a chance to speak about something in which they are the only authority: their feelings. If response is guarded call on residents you can count on to elaborate.

MAKE SURE THAT YOUR QUESTIONS AND STATEMENTS ARE CLEAR.

An unclear question is usually worse than no question at all. You will have to spend much time simply explaining what you meant to ask before you can expect the group to respond to the question itself. Try to focus in on a specific event when you post a question to the group. "How did some of you feel when Bobby was on the slack wire and was caught by three spotters before he hit the ground?" This question is more specific than, "How did you feel on the last activity?" By asking clear questions, you allow the group the chance to devote their full energy to answering the query instead of trying to sort out what it was that you were really asking.

USE APPROPRIATE TERMINOLOGY AND LANGUAGE IN A PROCESSING SESSION.

This doesn't mean swear like a trooper if you are working with a particularly vulgar group. Neither does it mean to talk like you are delivering a lecture on thermodynamics. Find a common ground that the group will feel comfortable with and yet still leave room to work with easily. Tailor your language to the group. Use whatever seems most appropriate. Meet them at their level.

TRY TO MENTION EACH PARTICIPANT IN A POSITIVE MANNER AT LEAST ONCE DURING THE DAY.

One of your jobs as facilitator is to help enhance the self-concept of the individuals within the group. One of the easiest ways to do this is to say something good about everyone during the day. Sometimes this will not be easy, but you must look for something positive to say. Make this positive statement in such a way that the student can respond if they choose. Few things make a person feel better about themselves than to hear a complimentary statement.

WHEN IN DOUBT, OVERKILL THE PROCESSING.

Processing is an important element of a treatment experience. Give it the time it deserves. If, during the initial stages of your experience as a facilitator you are not sure if you have proceeded enough, continue as long as there are more ideas to discuss. As you gather experience you will become more sure of when to cut off the processing session. At least in the early stages, overkill the processing before you underkill it.

STUDENTS NAME: _____ DATE: _____

WHEN (Situation) _____

I FEEL _____

WHEN I FEEL _____

I SHOW MY FEELINGS BY _____

I HAVE LEARNED THAT I CAN DEAL WITH MY FEELINGS IN A
POSITIVE WAY BY _____

STAFF SPONSOR PROGRAM

Each Youth Specialist at the Northeast Girls Group Home will be assigned a student and will act as the student's representative. The Youth Specialist will be responsible for ensuring that all components of the youth's program are in place and being followed and provide for any services which may be called for. The sponsor will maintain an on-going process of individual counseling. During work shifts, the sponsor will meet with the youth and discuss the events of the day and any other subject the youth wishes to approach. The goal of the sessions will be to develop a relationship between the student and the staff and thereby facilitate open discussion of problem areas. The group leader will act as a resource to the sponsor and assist in the treatment plan. The sponsor will use the group leader, contracted professional staff, educational staff and the treatment team to develop the treatment plan and assist in directing the movement of the student through the program. Individual files will be maintained by the sponsor which will include a log of all counseling sessions, incident reports (if any), educational assignments, current diagnostic reports, medical status and any pertinent data. These files will be accessible to other staff at the unit. Progress reports will be done by the sponsor every thirty days and a copy made available to the student, the Service Coordinator and the student's file.

In addition to the monthly progress report, a plan for goals and strategies will be developed, evaluated and used by the sponsor/sponsee. The goals and strategies will be formally discussed with the group leader for further evaluation and once agreed upon by all three concerned, signed by all. The plan will be utilized for the coordination and planning of treatment activities and to further evaluate the level of functioning and progress of the youth in the program. Copies will be made available to all concerned and placed in the student's file for further use in conjunction with release hearings and evaluation.

Each sponsor will be responsible for the continued awareness of medications and changes in medication. The sponsor will be responsible for understanding the use of the medication as well as the possible side effects, etc. In turn, this information will be shared with the treatment team during weekly scheduled staff meetings.

Northeast Girls Group Meeting Format

- Group meetings are held at 3pm Tuesday through Saturday.

1. Group Meeting format:

- Introduction: each group member processes individual concerns and has an opportunity to discuss outside information such as letters, phone calls etc.
- Each group member may request to be the focus of the meeting. After discussion the group comes to an agreement about the topic of the meeting. However, in situations where the group cannot handle this task, the group leader will assign the topic.
- The body of the group meeting may consist of: individual life stories, individual family grams, workshops presented by group members or the group leader, road maps, individual treatment plans, life graphs, family issues, abuse issues etc. If a group member is having a personal or group crisis during a group meeting, the focus will be shifted and the situation or issue will be addressed.
- Conclusion—group members will process the content of the group meeting and give examples of how they will use the information. The group leader will make a final note about the content of the meeting and the behavior of the group.
(In the event of group leader absence, a youth specialist will facilitate the group meeting).

EDUCATION

When a student arrives at the Northeast Girls Group Home, the required seven areas (health, vision hearing, language, social/emotional, ability/achievement and vocational) will be reviewed by the educational staff. If no concern(s) arise from that review, then a General Education Plan (GEP) will be developed by the educational team along with sponsor, parent and student.

However, should the results of the review raise questions regarding any one of the areas, then a referral will be made for evaluation. The teacher will attempt alternative interventions. Should these not be successful, then a formal evaluation will be completed. This evaluation may consist of any or all of the following: formal tests, checklist, observations, anecdotal records. Once the evaluation is completed, a formal diagnostic meeting will be convened. Participants in this meeting will include the teachers, diagnostician, and L.E.A. (Local education authority/facility manager.) Others who participated in the evaluation may also be present. Should this meeting determine that a handicapping condition is present, then an Individualized Education Plan (IEP) conference will be set. An IEP rewrites the standard educational program to accommodate for the handicapping condition. At the IEP along with the educational team will be the sponsor, parent(s)/guardian, student and other personnel needed to modify the curriculum and/or provide support services.

Should the diagnostic meeting not find a handicapping condition, then a GEP will be set.

Also, when the student arrives and there is an acceptable diagnosis with information indicating that there is a handicapping condition, then an IEP conference will be set. If there is a current IEP, but no diagnosis, then the diagnostic process will be established. In any of the above, a GED may be pursued.

After completion of her high school credits and diploma or successful GED, a student may work toward her ACT/SAT if needed for further educational programming.

School sessions last approximately eight weeks/40 school days (1975 minutes of instructional time for each course with a passing grade receives $\frac{1}{4}$ credit.) At the end of the session, the teachers have a week off to finalize the session and prepare for the next session.

PHYSICAL EDUCATION AND HEALTH

Each resident will have the opportunity to participate in physical education at the Northeast Girls Group Home. This will be provided three times a week. The purpose of physical education is to provide appropriate activities for the physical, social and mental development of each resident. Residents will improve their physical skills on an individual basis. Through positive reinforcement and constructive criticism, residents will develop better self concept and gain confidence in their abilities. A team approach will also be used to show the importance of cooperation, sportsmanship and responsibility. To maintain interests of individual differences, a broad curriculum of activities will be provided. Safety will be provided through proper teaching of skills to prevent injuries.

Health will also be provided to residents twice a week. This will correlate with physical education as health provides an outlook on fitness through nutrition, weight control and personal health. A health class will provide a greater understanding of human anatomy, physiology and kinesiology. Treatment issues are a major component as well in the health curriculum.

The overall goal of the physical educator and health teacher is to provide enthusiasm motivation, opportunity, caring and understanding so that each resident will have a positive outlook on life as she leaves the Northeast Girls Group Home.

ROSA PARKS CENTER OPEN HOUSE

JUNE 7, 2001

*The staff and students of
Rosa Parks Center extends
Special Thanks to all facilities,
Departments, and individuals who
Have contributed to our successful
Beginning of helping young ladies
Find the heroes within themselves.*



A HERO LIES WITHIN ME

Kevin Richards
Facility Manager
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Cornerstone Program Description

Cornerstone is a community based treatment program within the Division of Youth Services (DYS). Cornerstone is a 10 bed facility located at 1250 E. Brown School Road, Columbia, MO 65202. The youth who come to Cornerstone are between the ages of 12 and 17 that have been committed to DYS for various offenses, such as auto tampering, burglary, forgery and sexual offenses. (Currently we have 5 sexual offenders in our program.) The average length of stay for each group member is approximately 8 to 18 months. During that time, each youth is involved in the three components of the program: Treatment, Education and Community Involvement. The following is a brief description of each component.

1. **TREATMENT:** Cornerstone treatment is an integrated approach that combines group dynamics, individual counseling and family therapy. The group treatment approach emphasizes accepting responsibility for one's own behavior and willingness to help other group members better understand themselves and how they work in the systems that influence their lives. This gives them more insight into what they need to change. We encourage exploration of traumatic situations that often generate inappropriate behaviors. Understanding emotions is the first step in working towards their resolution. They are taught to explore alternatives and make appropriate, responsible decisions. Group members learn that by helping others, they can improve their own self concept and develop a mature, caring attitude towards themselves and others. Due to the need to discuss potentially sensitive issues, such as family problems, it is essential that the staff teach the group members to communicate effectively and develop positive interpersonal relationship skills. One of the main tools used by the group treatment approach is group meeting. Group meetings are facilitated by an experienced group leader. In group meeting, the group discusses how they are working as a group, treatment strategies, and award release meetings. The group awards a meeting to an individual which focuses the group discussing strategies and developing ideas that he can use to help shape his future. As a group member grows and matures, he accepts these new ideas, begins to use them and requests release from his group. We believe a group member leaves Cornerstone with a stronger self concept, realistic ideas regarding his strengths and weaknesses, the ability to make mature decisions, and with confidence that he can be successful at this placement.

We have initiated an individual sponsor program which allows our students to receive individual counseling along with the group treatment program. The sponsor (staff) works with the individual throughout their stay at the group home conducting help sessions/treatment strategies from the youth's individual treatment plan. Staff members are assigned students to assist them with the initial adjustments to the separation issues of leaving home, also with working closely with the service coordinator in placement arrangement, and providing opportunities for the youth and his family to discuss issues that have been difficult in the past. The sponsor (staff) works with the individual throughout their stay at the group home,

conducting help sessions and treatment strategies for the youth's individual treatment plan.

Family Meetings: As a group member begins his final preparation to return home, he and his family attend family counseling. Family meetings are offered by Northeast Region Family Resource Group, and give our students and their families an opportunity to discuss family issues before their return home. While in the group home, each student and his family attend two scheduled meetings, to discuss potential problems and set expectations. After his release, two other meetings are scheduled to monitor his progress and make necessary adjustments in order to ensure our students a successful return home.

2. **EDUCATION:** Cornerstone offers several educational opportunities for our students. Some students will attend classes at Cornerstone. Their options include studying core courses, preparing for the GED exam, and a combination of work and class work. Each student is tested and placed in the best situation for them to have maximum success academically. The initiative of the teacher and treatment staff will make the educational experience at Cornerstone meaningful and diverse. Some students may be able to return to public school during their stay at Cornerstone. This again will be decided based on the needs of the individual.

3. **COMMUNITY:** During the summer months, the youth at Cornerstone have been involved in working with the Conservation Department. There are several benefits for each group member:

- A. Physical Exercise
- B. Learn to work in small groups and accomplish a task, thus strengthening interpersonal skills.
- C. Learn to take direction from a supervisor.
- D. Learn to budget the money they earn.
- E. Career awareness.
- F. Develop self concept.

The students and staff are actively involved in many community activities. A Junior Optimist Club was established in 1989. This have given us an opportunity to work on many service projects in the community. A few of them are the Soap Box Derby; Day with Wildlife and selling Christmas trees for the Optimist Club.

Other activities include working with the local Foster Grandparent program to mow lawns and shovel snow for the elderly who cannot perform these tasks anymore. The youth "adopt" 10 households each year and provide services for them.

The youth and staff volunteer time to help the Columbia Entertainment Company prepare for their theatrical productions. This gives us the opportunity to attend the plays when the schedule allows.

The staff at Cornerstone consists of one facility manager, one group leader, seven full time youth specialist, secretary, one full time cook, an academic teacher and a full time maintenance person. The youth are never without staff supervision. The staff receive continuous training to improve their skills and ability to teach and facilitate the group and help the individuals in it. The staff meet twice monthly to discuss treatment issues and to formulate strategies to guide the group in the right direction. When necessary the Family Therapist and or Service Coordinators will be included into the staff meetings to provide added support or training to better meet the needs of our cliental.

We believe the Cornerstone program, with it's emphasis on working with families and youth

together, can assist young people and their families in giving them the necessary skills and opportunities to be a functional family unit. If you have any questions, please feel free to call us at (573) 449-3756.

Division of Youth Services

Montgomery City Youth Center



MONTGOMERY CITY YOUTH CENTER: TREATMENT PHILOSOPHY

The staff of the Montgomery City Youth Center are dedicated to assisting youth with the development of socially responsible behaviors while protecting community safety. Within the Montgomery City Youth Center, a variety of perspectives guide programming efforts. First, it is imperative that each youth be held accountable and learn to take responsibility for their behaviors. Second, it is recognized that each youth has individualized and special needs stemming from unique experiences and backgrounds. Third, the focus of treatment is on specific behaviors, versus the individual as a whole. Labeling the individual as problematic, versus his/her behaviors, is associated with decreased self-efficacy and a sense of powerlessness and hopelessness about the potential to change. Fourth, it is understood that the change process is a difficult and often painful challenge. Indeed, it is only through trial and error, learning and relearning, and success and failure will change occur. Finally, it is emphasized that consistency and structure are essential ingredients for assisting youth with emotional and behavioral difficulties who are attempting to undergo the change process. Accordingly, the team members of the Montgomery City Youth Center strive to provide a consistent, safe, caring, and structured environment within which youth are afforded the opportunity to (a) take responsibility for their behaviors, (b) recognize the various factors associated with their maladaptive and unhealthy decisions, and (c) identify and practice healthy, adaptive, and effective ways of meeting their needs while respecting the rights of others.

MISSION AND PHILOSOPHIES OF THE DIVISION OF YOUTH SERVICES

The mission of the Division of Youth Services is to enable youth to fulfill their needs in a responsible manner within the context of and with respect for the needs of the family and the community. In fulfilling this mission, the Division of Youth Services maintains a commitment to protecting the safety of Missouri citizens by providing appropriate services which ultimately enable youth to successfully return to their families and their communities. As mandated by the Revised Statutes of the state of Missouri (Chapter 219.016), the Division of Youth Services is therefore responsible for the prevention and control of juvenile delinquency and the rehabilitation of children through the development and administration of an effective statewide, comprehensive program of youth services. Toward this end, the Division of Youth Services has designed and implemented within each region numerous residential and non-residential programs and services designed to appropriately address the individual issues and needs of each juvenile, while concurrently addressing community safety concerns. In order to be effective in meeting these objectives, the Division of Youth Services recognizes the following elements/philosophies as integral: organizational commitment, planning, flexibility, multicultural diversity, training and professional development, use of a multisystemic approach, readiness for growth and change, integrity, decentralization, leadership, and neutrality.

MONTGOMERY CITY YOUTH CENTER: PROGRAM DESCRIPTION

The Montgomery City Youth Center is a 44-bed secure residential facility specifically designed and built by the Division of Youth Services for offenders sentenced pursuant to the dual jurisdiction provision of RSMo 211.073. This statute authorizes the courts to simultaneously impose a juvenile disposition and adult criminal sentence. Imposition of the adult sentence is suspended, often with the condition that the juvenile disposition is successfully completed. If it is established that the offender has violated a condition of the suspended sentence or commits a new offense, the court may continue or revoke the juvenile disposition, impose the adult criminal sentence, or enter such other order as it may see fit. Further, the provision allows the Division of Youth Services to petition the court for a transfer of custody to the Department of Corrections if the youth is determined by the Division of Youth Services to be beyond the scope of its treatment programs. When an offender who has been sentenced under the dual jurisdiction provision reaches the age of seventeen, the court shall hold a hearing to establish the appropriate disposition, which may include immediately placing the offender in the custody of the Department of Corrections, placement of the offender on probation in the community, or continued custody by the Division of Youth Services if the Division agrees to such placement. Finally, the provision directs the Division of Youth Services to petition the court for a hearing when recommending release of any offender sentenced under this provision prior to the offender reaching twenty-one years of age.

Treatment at the Montgomery City Youth Center emphasizes the development of effective communication and problem-solving skills, recognition of past and current patterns of poor decision-making, identification of the various elements associated with one's negative behaviors, understanding the impact of one's behaviors on others, and the development of adaptive and effective means of coping with difficulties and risk factors. Toward this end, interventions from a variety of theoretical approaches from sociological and psychological perspectives are incorporated into the programming offered at the Montgomery City Youth Center. Specifically, an eclectic approach including, but not limited to, the following frameworks is utilized: Reality Therapy, Situational Leadership, Family Systems, Cognitive-Behavioral, Gestalt, Humanistic and Psychoeducational Approaches. This versatile blend provides for more individualized approaches which are less rigid and less limiting in scope and application, which consequently allows the treatment staff to modify approaches as needed in order to explore and identify the most efficacious interventions for each youth.

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